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A STUDY OF THE DEVELOPMENT OF INTERNATIONAL INTERCULTURAL SCHOOLS IN WESTERN EUROPE FROM 1918 TO 1966. FINAL REPORT.

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THIS STUDY TRACES THE ORIGIN AND DEVELOPMENT OF INTERNATIONAL, INTERCULTURAL, AND INTERGOVERNMENTAL SCHOOLS AND SCHOOLS WITH INTERNATIONAL CHARACTERISTICS (CHURCH-RELATED, PROPRIETARY, COMPANY, OVERSEAS, AND INDIVIDUAL GOVERNMENT-OPERATED FOR INTERNATIONAL CLIENTELE). PARTICULAR REFERENCE IS MADE TO SUCH INTERNATIONAL INDEPENDENT SCHOOLS AS THE INTERNATIONAL SCHOOL OF GENEVA AND EUROPEAN INTERGOVERNMENTAL SCHOOLS IN BELGIUM, FRANCE, ITALY, LUXEMBOURG, THE NETHERLANDS, SWITZERLAND, AND WEST GERMANY. CRITERIA FOR INTERNATIONAL SCHOOLS ARE FORMULATED, TYPES OF SCHOOLS ARE IDENTIFIED, AND THE PRESENT STATUS OF THE INTERNATIONAL SCHOOL MOVEMENT IS REPORTED. AREAS FOR FUTURE DEVELOPMENT ARE INDICATED, AND RECOMMENDATIONS BASED UPON STUDY AND PERSONAL OBSERVATION IN THE INTERNATIONAL SCHOOLS OF WESTERN EUROPE ARE MADE. (HM)

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INTRODUCTION:

The last four decades have brought about a most astonishing development in world education. It began in 1920 in Geneva when the League of Nations summoned diplomats and other personnel to work there. In an attempt to provide suitable education for their children in another country, they joined with community expatriates and others facing the same problem. Through their efforts, the International School of Geneva was born.

The further growth of the international school idea was thereafter curtailed, and not until 1945 was it revitalized. With increased international activity everywhere in the world, the growth of international organizations, agencies, businesses, industries, and military installations, stimulated by the advances in technology, particularly intercontinental transportation, there has been a foreign population explosion all over the world.

The emergence of international educational institutions to serve the new international community children during the past twenty years has necessitated ever-widening cooperation and organization of national and international, official and unofficial groups, agencies and organizations. Many schools began in isolation, of their own environmental needs. The international independent schools joined together with others facing similar problems to form the International Schools Association. Another group, the European Schools, a supra-national intergovernmental group, began with the functionaries of the Coal and Steel Community in Luxembourg who sought answers to questions concerning the education of their children who moved

with them to that city.

Both the international independent schools and the European schools have been attempting to arrive at solutions to the problem of educating their children away from home; of providing an education which prepares them to return to their own or another country without disadvantage; of instilling in them pride in their national heritage, yet preparing them to be citizens of an ever-widening world. The growth picture of these schools shows successes and promise.

The question of international education for populations abroad is a global one which must now be recognized as a pressing reality by those concerned with world education, and by those who recognize education as a means of achieving world cooperation and understanding.

PROCEDURES:

In this investigation, the origins and development of these schools as exemplified by two prototypes of the above-mentioned groups, were examined. It was hypothesized that the International School of Geneva (an international independent school) and the European School, Luxembourg, were international schools according to the criteria formulated, according to the following methods: through the use of historical method data was collected, selected, criticized, validated and evaluated. Examination of school literature, brochures, bulletins, interviews and correspondence with international educational authorities, supplemented by a validating questionnaire and follow-up interviews with international school administrators and teachers, revealed the following criteria (See Appendix B for Rank Order scale of Criteria according to frequency

of mention): Major criteria according to the scale were: promotion of international understanding; balanced multinational student body and faculty, without discrimination of race, color or religion, balanced multinational board control, bilingual or multilingual teaching; multinational or international curriculum; preparation for entrance into universities of more than one country. Minor criteria were: modest or no fees; merged national streams under one roof; host country children enrolled; local language taught; unbiased teaching materials; impartial school evaluation; international sponsorship; no single ideology to dominate; absence of a profit motive.

Seven types of schools with international characteristics were identified: missionary or church-related; proprietary; company; overseas; government-operated for an international clientele; international independent;[1] intergovernmental.[2]

Schools meeting criteria on prima facie evidence were examined; International School of Geneva and the European School, Luxembourg, studied in depth. (For list of schools visited, see Appendix A.)

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1. International schools - are those in which neither a nation nor national grouping controls the Board of management, in which more than one national system is utilized, and in which no religious or political approach is dominant.

2. Intergovernmental schools, established by cooperative international agreement of more than two nations, and whose governing board consists of members of those nations.

Of these schools, two were studied in depth: the International School of Geneva, the oldest and largest of the international, independent type, and the European School of Luxembourg, the oldest and largest of the intergovernmental type. These institutions as well as others were visited and observed, and administrators, teachers and students were interviewed.

TYPES OF SCHOOLS WITH INTERNATIONAL CHARACTERISTICS:

There are many schools everywhere which have one or more characteristics which are international. This usually leads the founders to call them "international," a word which has gained in prestige and acceptability since the conclusion of World War II. However, schools which for all practical purposes have a curriculum based entirely upon the program of one particular country or are dominated by one race, religion, color, nationality, or owned by one person or company and operated solely for profit, or have students and faculty predominately from one country, and do not offer a preparatory course for universities of more than one country and do not utilize more than one language for teaching, are not international schools.

While the above schools may meet some of the criteria set forth in this research, they do not fulfill the major seven criteria.

Schools in this category can be classified into five groups:

1. Missionary or church related schools.
2. Proprietary:
   a. Profit seeking institutions
   b. Experimental institutions.
3. Company schools.

4. Overseas schools:
    a. Overseas cooperative schools
    b. Overseas dependents schools
    c. Bi-national schools.

5. Individual government-operated schools for an international clientele.

Two additional types of schools can qualify as "international schools." They are:

6. "International schools" (as defined in footnote on page 3).

7. Intergovernmental schools (as defined in footnote on page 3).

Although the above types represent a large diversity in degree of development, management, organization, facilities, and degree of internationality, they all have one thing in common: they fill a need for young people who are seeking an education away from home. Regardless of the type, many of the schools cooperate with each other in seeking ways in which to improve the service they offer their multi-national clientele.

Most of the schools have emerged since 1945. However, there have been a number in existence for more than a century, particularly the missionary schools; the second oldest group being the proprietary schools which began in the late nineteenth century, and operated mostly in Europe.

Missionary or Church-related Schools

While missionary schools were originally designed to serve the local population in overseas areas, or the children of missionaries themselves, their role has since expanded. Due to the great changes in the life in the locale of the schools, they now also serve the children of nationals of other countries who find themselves resident there. Almost every country of Europe, Africa and Asia has missionary schools, representing a

number of denominations. An important characteristic is their boarding facilities. In remote Asian, African and Pacific outposts, they frequently represent the only available schooling in those areas.

Many, particularly in Europe, are supported by the Catholic Church. Among them are: the Marymount International Schools in France, Spain, England and Italy. Many Protestant sects are represented as well. There are also a number of schools managed by Quakers who have a particular dedication to international education in the cause of peace. In the Netherlands there are several: The International Quakerschool Vilsteren, the elementary counterpart of Beverweert; the International School Rhederroord, an elementary school in the province of Gelderland; and its secondary school, Eerde, near Ommen.

Proprietary Schools

These schools are individually owned enterprises. There are three varieties of proprietary schools: those seeking to make a planned profit; those which were created to develop or test an educational ideal or principle; and those arising from a community need. Most of the two latter schools are not usually financially successful unless they find governmental or non-governmental agency sponsorship, or the founder himself has limitless funds.

The first group, the profit-seeking institutions, are most numerous. Many have been extremely successful, particularly in Switzerland where there are the largest number (270). Some have been in existence for more than half a century, and are now associated with "snob values and status symbols."

While there are numerous proprietary, profit-seeking schools, this group is not easily identifiable. Located in lovely resort areas, many have summer programs which cater to students of vacationing parents who leave them in the school for cultural enrichment. The fees are generally very high, available only to the financially élite. Examples of such schools are found in Southern France, the Swiss mountain and lake districts, and the Northern Italian lake districts.

The schools in this category specialize, in most instances, in language instruction and cultural enrichment. They are either finishing schools, or college preparatory institutions. Graduates of the older, more prestigious institutions have been admitted to the "ivy league" American colleges as well as many of the first-rate universities of Europe.

There are relatively few proprietary schools in existence which fall into the second category; those owing their existence to developing or testing an educational principle, or to advancement of educational research. Among the outstanding examples of this type of proprietary school are the Ecole d'Humanité in Goldern, Switzerland, and the Ecole Internationale de Paris.

The Ecole d'Humanité, founded by Paul Geheeb in 1910 as the "Odenwaldschule" in Ober Hambach, Germany, is still carrying on along the ideals set forth by Geheeb concerning the importance of the individual and his social responsibility, through communal living and learning.

Geheeb was convinced that a child learns more through concentration on fewer subjects for a greater length of time. He therefore instituted a program, still followed today, in which students study only three subjects during any given period (five or six weeks.) There are no formal classes; students are divided into small groups according to ability in different subjects. There are no tests or marks but written evaluations which are sent to parents or universities, wherever necessary. The language of instruction is German, but the community is bilingual (there are a number of American teachers on the staff).

The children participate in the solution of the "community problems" of the school according to their age. There is a great emphasis upon artistic, creative and practical work, and the students assist with the upkeep of the house and the grounds. The simple and healthful life is stressed. Much time is spent outdoors in the beautiful mountain country high in the Bernese Oberlands.

The fees at the Ecole d'Humanite' (about $1500 for ten months including board), are barely enough to cover the costs, since there are many children at the school who cannot pay any fees. Parents often donate funds to help support these children. The acceptance or rejection of the child is decided "solely on educational grounds and not on the basis of the parents' financial status."

Another example of an experimental proprietary school which has become well known, and has received recognition and sponsorship is the Ecole Internationale de Paris. The school has received a subvention, "Contract d'association," granted

by the French Ministry of Education for two groups of classes as a pilot model for bilingual education and progressive methods. It has recently been recognized by UNESCO as the "International School of Paris."[1]

The language of instruction is French and the syllabus taught according to the official French requirements. Foreign children are adapted to French (and English if necessary) through adaptation classes where intensive instruction is given by specialized teachers with audio-visual equipment. Children are divided into groups according to their fluency and linguistic skills.

The administrators of the school are vitally interested in the work of the International Schools Association and the International Schools Examination Syndicate. Through Rachel Cohen, the principal, they are actively cooperating in preparation of international syllabuses.

A third group of proprietary schools were founded by individual educators who seek to provide education in their own communities where facilities are lacking. Among the examples are: the Inter-Community School of Zurich, established by Gerald Atkinson for the English-speaking children of the United Kingdom, America, Australia and Canada; the Baleares International School, begun in Palma, Mallorca by Saralane Rittenhouse Wise of the United States when she could not find adequate

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1. International Schools Association, Bulletin of the International Schools Association, No. 40 (Geneva: March/April, 1966), p. 20.

schools for her own children; and the International School of Milan, founded by the Oxford Language Institutes Italia, to serve the children of the directors and engineers of twelve nationalities employed by such companies as North American Aviation, Goodyear, Coca Cola, Olivetti, Shell, Motta and others.

While some continue on the modest basis upon which they were founded, others have enlarged and grown. The Baleares School, for example, has under fifty children. The Milan School numbers approximately three hundred. The schools depend mainly upon fees and are approved and inspected by local educational authorities. They encounter difficulty when national schools are established as the need is recognized by authorities at home, particularly when the new schools with more impressive and better facilities draw off their clientele.

The proprietary schools serving special community needs have been providing important service to multinational communities and spring up wherever a need is felt, and an educator with the motivation and the funds to begin, are there.

Company Schools

Company schools are established by business or industry in those areas where appropriate facilities for children of their personnel are found to be inadequate or non-existent. The schools are made necessary in order to attract employees overseas who would not leave the country without their children. Companies are often forced by the local government to provide schools because of segregation and color problems caused by the influx of foreign labor into an area.[1]

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1. LAMCO International School in Liberia was forced to build a school at Yekepa. (It has since grown into four separate schools--about 1700 pupils.) Vera Powell, Teacher, LAMCO International School, Letter to Investigator, Yekepa, Liberia, March 28, 1965.

In 1964, the editors of Business Week estimated that 25,000 children attended elementary schools abroad in localities where their parents were working for industry; and 20,000 children in the upper-grades were receiving their board from industry at private regional high schools at home.[1]

The increase in the number of employees' children abroad has been the source of many headaches for management who must deal with such problems as curricula, teacher recruitment and turnover, selection of books, provision of facilities and equipment, and other educational matters.

Company-operated schools are most numerous in the Near East, Southern Asia, the Far East, Africa, and South America. Standard Oil Company of New Jersey alone has more than 2,000 personnel abroad and is providing education for 2,000 to 3,000 children.

Many company-operated schools develop into bi-national schools, particularly in Latin America, India and Africa, enrolling native as well as children of personnel from home.

Overseas Schools[2]

The overseas schools are those attended by a substantial number of nationals living in a country other than their own. There are "overseas cooperative schools" founded by groups of parents to meet the needs of their children in a foreign commu-

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1. "Industry Rings the School Bell," Business Week (New York: McGraw Hill Publications, July 4, 1964). Reprint.

2. For information on United States Government sponsorship and support of overseas schools see: Committee on Foreign Relations, United States Senate and Committee on Foreign Affairs, Foreign Relations: with Explanatory Notes (Washington, D.C.: U.S. Government Printing Office, January 21, 1966). 89th Congress; 2nd Session; Joint Committee Print. See also, "Foreign Service Act of 1946," pp. 359-60; "Public Law 480," pp. 206-7; "The Foreign Assistance Act of 1961," pp. 66-67; "Smith Mundt Act," p. 239.

nity; "overseas dependents' schools" (national schools transplanted overseas), managed and financed by a particular government for children of their own personnel; and "overseas bi-national schools" (the largest number of which are American) founded by Americans for a bi-national community. The American bi-national schools receive support from American funds, are chartered by the host country, and teach or employ the language of the host country for instruction, as well as that of the sponsoring country.

The New Republic reported a total of 350 American overseas schools in 1964 in more than 25 countries.[1] About 100 of the schools were non-profit, non-religion affiliated institutions which accepted all nationalities and were eligible for assistance from the State Department.[2] The assistance included recruitment of teachers, teacher salaries, books and equipment, as well as scholarships for local children of the host country.[3]

Overseas Cooperative Schools. Most of the cooperative schools originate with a group of parents who are concerned about the lack of adequate facilities for their children's education in the area to which the parent has been sent or transferred. The parents arrange a cooperative tutoring system; then correspondence courses are utilized. Finally, they set up a school using qualified and non-qualified parents in the neighborhood. As the group increases, parents exert pressure upon the powers that be, hire a professional administrator with whom a more formal institutionalization occurs.

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1. "American Schools Abroad," The New Republic (Washington, D.C.: January 25, 1964), p. 71.

2. Department of State funds for overseas schools were originally supplied under Public Law 480, the "Agriculture Trade Development and Assistance Act of 1954." Fewer schools now have access to these funds under this act.

3. The Department of State funds - only American teachers and local national scholarships. Most of the schools assisted derive the bulk of their operating revenue from tuition payments. (A.R. Roan, Program Officer, Office of Overseas Schools, Department of State, Let-

This represents both the national and international pattern of school growth abroad. The major characteristic can be identified as "need perceived by parents in a community."

Among the older and larger overseas schools in Western Europe are the International School of Brussels, the American School of Paris, the American International School of Vienna, and the Overseas School of Rome.

The latter is an example of the effect of the United States overseas school aid upon a school which was formerly an "international school."

Originally a parents' association formed under the joint sponsorship of the American and British ambassadors, the Rome Overseas School was launched in 1947. The rapid rate of growth made it necessary to expand. The United States Government supplied funds, and in April 1965, the charter of the association was changed. It is now an American School offering an American curriculum, having ceased preparation for the British General Certificate of Education formerly in the program.

The International School of the Hague, another former international school is another example of conversion to national programs. Begun as a cooperative international school by French and English diplomats (later joined by German and American groups), in 1953, the school grew rapidly and proliferated into a loose federation of national overseas schools; English, French, German and American. (The English and Germans have since moved out.)

The American School, headed by an American principal, offers a completely American elementary, junior and senior high school curriculum. There is a primary French stream, and a German stream (primary and secondary). Both the French and German streams are under the direct control and support of their own national Ministries of Education.

Although Americans represent the most numerous group of nationals abroad many other national ministries and educational organizations sponsor schools away from home; for example, the British Council, and the Alliance Française, both founded to promote knowledge and information about their countries and increase the use of their mother tongue.

From other nations as well, official and unofficial organizations sponsor overseas schools.

Some cities have many such institutions. The city of Brussels, for example, has many overseas and international type of schools in one city to serve 69 embassies, 5 legations, 550 foreign business firms, 105 international organizations, the European Economic Community, the International Trade Commissions, as well as the European Investment Bank.[1] To meet the needs of the foreign population found in and near Brussels, there are the following institutions; a French Lycée, a German Gymnasium, an Israeli School, and a European School.

Rome is another example with eleven special schools to provide for the multinational community: four Catholic, four Governmental (French, Spanish, German, Swiss), two British, one Americana. The enrollment in 1960 for these Schools in Rome was 2,000. In 1965, it was more than double reaching 4,541 for the eleven schools.[2]

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1. Peter de Maerel, "Brussels Invites You," Belgian Trade Review (New York: May, 1965), p. 21.

2. Food and Agriculture Organization (United Nations), Cooperative Calendar of Nations and Schools of Rome, "Selected Facts on Non-Italian Schools in Rome Used by the Non-Italian Community," (Rome: Food and Agriculture Organization), p. 1.

Another type of overseas cooperative school is found in areas where local or national ordinances of the host country present obstacles to the existence of a foreign school. Schools are set up under the aegis of local embassies, often on embassy grounds. Examples of such schools have been the International School of Belgrade (a member of the International Schools Association) assisted by the American Embassy, and the Djakarta International Primary School, Indonesia, assisted by the American Embassy.[1]

Bi-national schools represent another type of overseas schools. They are sponsored by one nationality and serve two, sometimes more, language groups. In many cases, the host country or the sponsoring nation, or both, contribute to the support of the school. Frequently, sections are added to existing schools, and by the cooperation of both nations students are prepared for the universities of both.

Examples of such schools are the French Academy in Berlin and the Lycée at Saarbrucken, which are both under joint German and French administrative control.

Among the most numerous bi-national schools are those which grew in Latin America through the availability of financial aid from the United States. They are serving the American as well as the local population in these countries.

Bi-national schools are supported by tuition, with additional grants-in-aid from the United States Government, and some donations from business and industry.

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1. The Secretariat of the International Schools Association reported that the Djakarta School has had serious problems and communication with them has been lost.

There are bi-national schools in other parts of the world managed by these and other governmental and non-governmental agencies. An example is the John F. Kennedy School in Berlin. This German-American community school was founded in 1960, under the supervision of the Berlin Board of Education as a special bilingual elementary free school. Although actually part of the German public school system, it is advised jointly by a bi-national committee. The Berlin government maintains the legal authority (and employs the teachers), but has resigned educational authority to the independent board of directors consisting of a Commissioner of Education, two other educational officials, three persons named by the U.S. Mission, and two German and American parent representatives.[1]

It is a co-educational institution comprising about 50 per cent Germans and 50 per cent Americans, with other nationalities represented in smaller numbers. It combines the features of both the American and German educational systems, giving instruction in both languages.

Schools Sponsored or Operated by Individual Governments for an International Clientele.

They provide educational facilities for children of military and civilian personnel of large international organizations and bodies such as: the North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe (SHAPE), Organization for Economic Co-operation and Development (OECD), United Nations

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1. In July 1964 there was a waiting list of 1,000 for fall admission. "In Sachen Volkerverständigung: Für die Kennedy-Schule will der Senat das Schulgesetz ändern," German American Parents School News, No. 2 (West Berlin: July, 1964), p. 3.

and its affiliates, "the Western Community," and others.

The purpose of these schools is to provide an education for children of the above groups where large numbers cannot be absorbed into already overcrowded local schools.

The first school of this variety to open was the SHAPE School in 1952. It is maintained in SHAPE Village, St. Germain-en-Laye, a suburb not too distant from Paris, where Supreme Headquarters Allied Powers Europe is located.

The International School, Fontainebleau is another, opened in 1954 at the Palace of Fontainebleau, and is now located on the edge of Fontainebleau Forest.

The above schools set forth the stipulatioms below:[1]

1. that the schools shall be primarily for the children of personnel attached to the Interallied Headquarters of NATO. . . . the admission of other children may be authorized by the Headmaster only insofar as the available places allow and providing such admission is compatible with the main aim of the establishment.

2. The syllabuses shall be those of French schools of a similar type. However, certain modifications may be introduced to allow for the particular composition of the school.

3. Foreign children of both primary and secondary classes may receive additional instruction in their mother tongue from foreign teachers placed at the disposal of the Headmaster of the school by the governments concerned.

Foreign teachers are nominated by the Director of the National Office of the Universities, and paid by their national governments. They are, however, essentially French institutions responsible to the Headmaster and the French educational authorities.

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1. Ministry of National Education, Department of Secondary Education, "Ref: No. 1374," as quoted in International School Fontainebleau, Parents' Guide (Paris: July 8, 1954), p. 45.

With the impending removal of NATO from France, there is a question concerning the above schools and their future.

The International Sections of the Lycée of Sèvres, Paris represent another French national school arrangement for a foreign population. They were created in 1960 at the instigation of the Minister of National Education and UNESCO to serve the large international groups of UNESCO and the Organization for Economic Cooperation and Development.

International Independent Schools

While there is no typical international school, the International School of Geneva, the oldest and largest, could be considered representative of a group known as the "international independent" schools. Others are: the United Nationsl Nursery Schools in Geneva and Paris, the United Nations International School in New York, the Ghana International School in Accra, the Tanganyika International School in Tanzania, and the Yokohama International School in Japan.

The international schools are non-government supported, managed by a Board on which no one nationality predominates, more than one national system of education is utilized, and no religious or political approach dominates.

The International School of Geneva is a non-profit-making institution administered by a multinational association (shortly to become a legally constituted foundation). The revenue is derived entirely from school fees, which must therefore be rather high. The grounds and property are maintained by the Canton of Geneva.

It was the first international school, born in 1924. From

three teachers and eight pupils in 1924, it has grown, in spite of financial hardships and obstacles imposed by war, to approximately 1,500 pupils of 57 nationalities, and over 100 teachers (See Appendix D and E.)

Students can follow programs leading to four different national examinations; American, British, French and Swiss. There are also available some courses of the new international curricula being developed by the International Schools Examinations Syndicate (see pages 33-38) which are planned to lead ultimately to an international baccalauréat.

The programs at the International School of Geneva are flexible, allowing atudents to follow a number of common courses, although they are preparing for different national examinations. However, through the years, the English and French language sections have developed along independent lines, finally splitting by 1956 into two distinct divisions, in separate buildings, under two headmasters.

There continues to be, as in the past, an attempt in both sections to develop among their pupils an international spirit and mutual understanding across religious, national, and racial borders, and respect of differences in cultures, ideas and customs. However, the division has caused differences and resentments between the two groups. Financial troubles have been made more acute by the necessity for duplication of costs, equipment, facilities and teachers already overburdened and insufficient.

Reintegration has been uppermost in the minds of all concerned with the school. Although the problem has existed for more than ten years, only recently has there been some progress

made toward hastening unification and providing the school with more financial stability. Price, Waterhouse and Company has been engaged to find the solution to their economic dilemma.

Among the problems which even now seem insurmountable is that of the difference with which the administration of the two sections perceive the role of the school. The English language administrators believe in serving the needs of the international community, and in following this policy have brought about the increase of the English-speaking student body (now more than half Americans) to a point where they now represent about two-thirds of the school population. They believe this is justified in view of the fact that French-speaking students have many facilities for education available to them in Geneva; whereas the Anglophones do not. The French language administrators still perceive the Geneva school a private enterprise, and as such should have smaller classes and better national distribution of student population. They have felt overwhelmed by the preponderance of American students and English faculty and have reacted strongly. (See Appendixes D and E.)

Both sections, however, continue to devote individual attention to students coming from varying backgrounds with different skills and knowledge, (although the English side has larger classes.) Thus a student is able to follow a regular course in English, an advanced course in mathematics, and a beginner's course in French.

With the reorgaization plan now under consideration, it is hoped that many of the difficulties and differences engendered by the need to prepare for different national examinations can

be reconciled. One of the sources of hope is the progress going forward on the international syllabuses and examinations which, if acceptable to many countries would lead to the elimination of the need for division of school into national streams. (See pages 33-38.)

Upon application of the criteria (See Appendix B), it was determined that the school had been international up to 1956, after which, because of the separation and the imbalance of national groups, it was no longer international. (See page 39.)

Intergovernmental Schools

There are six intergovernmental schools only (known as the "European Schools), sponsored by the three European Communities: the Coal and Steel Community in Luxembourg; the European Economic Community (Common Market) in Brussels; and the European Atomic Energy Communities in Varese, Italy, Mol/Geel, Belgium, Bergen, the Netherlands, and Karlsruhe, Germany. (See Appendix H.)

The European schools are sponsored and financed by the governments of the six nations and the three Communities. The schools are recognized in the member countries as equal to the State Schools. The European Baccalaureat which was created for the European Schools, is accepted as equivalent to national certificates for admission to universities in any of the Community countries.

The aims as stated in the Statutes are as follows:

1. To enable the children to study their mother tongues and work in contact with their own national cultures;

2. To allow children who might have started their

education elsewhere to continue their schooling, or return to native schools, without disadvantage; and,

3. To give the children of the Communities a common grounding which would promote the work of building a united Europe.[1]

In keeping with the above aims, six European Schools were born, operating multi-nationally, multi-denominationally, and multilingually. Children of all economic backgrounds are represented, and children of countries outside the Communities are admitted if space is available in any of the four linguistic streams, French, German, Dutch or Italian. (See Appendix G.)

Staff are seconded from the six countries; the positions being well paid and prestigious.

Tuition is free to children of Community officials, and extremely modest for those who are not employed by the Community.

One of the largest European Schools, and the oldest, is the European School in Luxembourg. Founded in 1953 in response to the needs of the functionaries of the high authorities who found themselves in that country without adequate schooling for their children, the school now numbers 1534 students. There are expansion plans being considered for an additional 1,000 pupils.

The Luxembourg School has not only served as a prototype for the five European Schools which followed, but is being studied with interest by educators all over the world as a pioneering experiment in supranational education and intercultural understanding. The harmonized curricula take into account some of the best aspects of the national systems involved, a unique accomplishment

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1. European Community Information Service, "European School Marks 10th Anniversary" (Washington, D.C.: June, 1963), p. 8.

in the face of the historic animosities among some of them. The Luxembourg school has been an outstanding research laboratory for the study of multilingual education, and has also been evolving techniques and syllabuses which could be of value to all schools. The faculty has also been developing supranational textbooks and teaching materials, especially important in history. Experimentation is constantly going on, and changes being made, within the existing framework of national course equivalents although there is a large degree of inflexibility because of the intergovernmental structure.

After an examination in depth, and application of criteria (See Appendix B) it was determined by the investigator that the European School of Luxemburg, though intergovernmental, is also international. Although a question can be raised concerning the attempt to develop a "European Citizen," international perspective has been apparent upon interviews, class observation, and examination of school literature. In the cornerstone of every European School a scroll has been placed which expresses the aim of the schools to have children understand and respect each other and live together by joining in the same games, and having various nationalities being grouped in common classes.

Brief Survey

Most of the information today about international schools has been accumulated by the International Schools Association (see pages 28-32) who try to keep currently informed through continuous correspondence, information accumulated at international conferences, and through their Consultants' reports upon visitation of the schools.

A. Belgium:

There are only two international schools in Belgium: the European School at Brussels (1,792 students); the European School at Mol/Geel, (784 students).

Although International Schools of Brussels enroll students from various nationalities, and has a staff consisting of varying nationalities, it is not international. The school describes itself as: "An English-Language, American Plan, College Preparatory School."

B. France:

It is interesting to note that although France is a member of the European Communities, and the Council of Europe is seated in Strasbourg, this is the only member of the Six which does not have a European School. It is believed by some authorities that the increasingly nationalistic emphasis of the deGaulle administration has been one of the reasons. Certain inflexible attitudes concerning the curricula and the belief that French education is world superior have also created difficulties.

Ecole Internationale de Paris, a member of the International Schools Association has the potential of becoming a true international school in the future. (See pages 8-9.)

The SHAPE School and the NATO School have been serving about 2,700 pupils attending five schools. (See pages 16-17.) With the proposed move of the NATO forces, there may be a lessening of pressure for admission to this type of school in the Paris vicinity. An increase is expected around Brussels where NATO plans to relocate. (See page 18.)

The International Sections of the Lycée of Sèvres enrolls

approximately 120 pupils. (See page 18.)

Aside from the United Nations Nursery School in Paris, so crowded that it must operate in more than one shift; and the direction which the Ecole Internationale de Paris is taking, according to the criteria, there is no international school in France. Although there is a very large foreign population in and near Paris perhaps the rate of growth of the international communities themselves has mitigated against the e stablishment of an international school, since a number of nations have tended to begin their own overseas school. One of them, the American School of Paris, is outstanding, having an international program, staff and about 600 students (540 Americans).

C. Italy:

The Overseas School of Rome, formerly an international school, is now an American overseas school with an enrollment of about 720 students, (80 percent Americans). (See page 13.)

Milan is served by both an American overseas school and a proprietary school with international characteristics, the International School of Milan, (See page 10.)

In 1965 a primary International Schools was founded in Trieste with the assistance of the International Schools Association. There are only about fourteen students, of which seven are American. The program is still evolving.

The only international school in Italy, according to the criteria, is the European School in Varese, serving the Ispra Euratom plant. There are 1,097 students and a very large waiting list for admission of students. The Varese school is sock-

ing to expand, but is having difficulty securing the necessary appropriations from the High Council of the European Community. A Kindergarten annex is planned near Ispra, to eliminate the long trip for the smaller children to Varese, (about 30 miles away) and create much needed additional space in the Varese school. New families are arriving to work on the Essor reactor, and additional educational facilities are vitally needed there.[1]

D. Luxembourg:

In the small country of Luxembourg is found one of the largest and most successful international schools in the world, the European School of Luxembourg. (See pages 22-23.)

Plans are being formulated, and property has been set aside by Luxembourg authorities, for a larger school to accommodate 2,500 students. The High Authority is awaiting the integration of the three Communities into one Executive body to be located in Brussels, since this move will affect the numbers of children who will remain in Luxembourg.[2]

E. The Netherlands:

The International School of the Hague, founded in 1951, was originally an international school. It is now a loose federation of national overseas schools consisting of about 1,000 pupils, in several schools, some a good distance from the Hague. However, there are plans to reintegrate the schools into one compound, into a school designed to house 1,500 students.(See page 13.)

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1. Marcel Decombis, Director. European School, Varese, Interview, Varese: July 4, 1966.

2. Karl Voss, Director, European School Luxembourg. Interview, Luxembourg: July 10, 1966.

There are many international-minded schools in the Netherlands, in particular, the Quaker Schools, which are classified in this study as "church-related." (See pages 5-6.)

The sole international school in the Netherlands at present is the European School in Bergen near the Euratom plant, which opened in 1963. There are 129 students enrolled at present. The enrollment is expected to grow rapidly. (See Appendix H).

F. Switzerland:

There have been two international schools in Switzerland.

The United Nations Nursery School and the International School of Geneva. The Nursery school is still international. The International School of Geneva (approximately 1,500 enrollment), was international in the fullest sense of the word until the early 1950's when it was divided into two autonomous sections. (See pages 18-21.)

The Ecole d'Humanité, in Goldern, and the Inter-Community School in Zurich, are other outstanding schools with international characteristics in Switzerland. (See pages 7-9.)

G. Western Germany:

There are four outstanding schools with international characteristics in Western Germany: the Hamburg International School, founded in 1957; the Frankfurt International School in 1961; the John F. Kennedy School, in 1960, and the European School at Karlsruhe in 1962.

Only the latter, however, qualifies as an international school in the sense of this study.

The Hamburg International School was the first of its kind in Western Germany. It is a non-profit independent school with both primary and secondary section, and a British grammer school curriculum, leading to British examination. The American student body represents about 40 per cent of an enrollment of 300.

The Frankfurt International School has 580 American students in an enrollment of 735, and is essentially an American overseas school which prepares for the American College Boards.

The John F. Kennedy is a bi-national German-American School with international perspective, under the control of the West Berlin Board of Education. (See page 16.)

The International Schools Association Chairman recently reported that negotiations were under way with the Dusseldorf Town Council Office of Economic Promotion to establish an international school in that city.[1]

The European School at Karlsruhe serves the Saarbrucken Euratom community of about 294 pupils. (See Appendix H).

Another European school is being planned in Munich to serve the Euratom personnel in that area.[2]

The International Schools Association:

The influence of the work and the philosophy of the international independent schools and the European Schools is now being emanated through the increased acceptance and cooperation by both national and international authorities. The cooperation also being extended by universities and other institutions and organizations indicates an awakening to the vital role of the

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1. International School Association, Bulletin of the International Schools Association (Geneva: September 1966.) p. 3.

2. Karl Voss, Director of European School, Luxembourg, Interview Luxembourg. July 9. 1966.

international schools.

Not only have the schools been increasing in number, but there has been an active movement toward coordination of effort among many who grew up in isolation from one another. An earnest attempt is being made to rationalize their existence and structure, improve curricula and teaching methods, and work together toward finding and sharing the best solutions to their special problems.

Underlying the practical considerations of service to the children is the ideal which the international independent schools have in common, as expressed by the International Schools Association:

> It is hoped that through close collaboration between international schools all over the world. . . great progress will be made toward international education which, in turn, will lay the foundation to mutual understanding and world peace.[1]

The International Schools Association, founded in 1951, has been the prime mover at the heart of international school activities in the world today. It was an outgrowth of a Liaison Committee formed by the International School of Geneva, the United Nations International School of New York, and the United Nations Nursery Schools of Paris and Geneva who joined in their concern about the education of children away from their own countries. They soon recognized that the problems which arose at their meetings were not confined to the four schools, but were confronting schools with international clientele everywhere. The Committee then extended its activities to many other schools all over the

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1. The International Schools Association, "The International Schools Association" (Publicity release; Geneva: n.d.).

world. Guidelines for future action were formulated, and many of the original purposes carried out since then.

The Association has sent consultants to international schools in other countries to give assistance and bring back recommendations to the Association. It has provided the nucleus for the international syllabus and international examinations project until the Syndicate was able to become an active working body. Meetings and conferences have been arranged among administrators and staff of international schools all over the world to exchange ideas concerning grading, bilingual teaching, pedagogical methods and other matters. The Association has served as a clearing house of ideas and educational materials, and has been issuing periodic newsletters as a source of information about the international schools. Student and teacher exchanges have been instituted. It has served as a recruitment center by means of notices in the Bulletin. An aggressive campaign is being pursued to raise funds for further necessary international school projects and research.

Standards have been set up through criteria for membership to assure the high quality and international goals of the membership. (See Appendix F.)

The International Schools Association has been instrumental in assisting many new international schools begin by helping

to organize administrative procedures, employ staff, develop curricula, and arrange budgets. A number of those to whom it has given guidance have been: the Tanganyika International School, the Trieste International School, the Moshi International School being planned in Tanzania, the Toronto French School, the Tema (Ghana) Parents' Primary Association School, the Gaza International School, and the Committee for an International School in Washington.

The Association has been under contract with UNESCO to help promote mutual understanding between Occident and Orient,[1] while under another contract, it has undertaken to elaborate standardized curricula for all subjects on a world basis with the view to the eventual creation of an International Baccalauréat which may give students who succeed access to universities of the world.[2] From the work in connection with the latter, the International Schools Examinations Syndicate evolved.

Recently, arrangements have been made with the Oxford Department of Education for the in-service training of international school teachers. Several of the member schools have undertaken to accept teachers-in-training. It is hoped that in this way more experienced and qualified staff will be available for the exceptional work encountered in international schools.

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1. United Nations Educational, Scientific and Cultural Organization, International Schools Association Projects in Education for International Understanding and Co-operation (n.d.).

2. International Schools Association, A Study of the Problem of Coordinating Academic Standards and Curricula among International Schools, p. 1.

Exchanges of teachers have also taken place between international schools. The Association has been helpful in recruitment of trained teachers and administrators.

The Association has been committed to building up a body of qualified teachers with specialized experience who would be helpful anywhere in the world.

Member schools are informed of the newest pedagogical methods through lectures and seminars arranged at international and local conferences. For those who are not able to attend, the Association Bulletin has been a source of information concerning news of member schools, articles by educators, summaries of meetings, positions available, and other pertinent international educational matters.

The Association has had very limited funds, and has been depending mainly upon membership fees and an occasional small grant such as the UNESCO contract.[1]

The large attendance at conferences arranged by the International Schools Association in Geneva, with member and many non-member participants from distances as far as Japan, Ghana and Nigeria, indicates that the Association is filling a need for international schools to communicate with each other, exchange views, and cooperate towards common goals. (See Appendix F.)

There are at present twenty-five member schools of the International Schools Association.

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1. The Association has an exemption from taxation privilege in the United States and Geneva.

The International Schools Examination Syndicate:

The lack of suitable programs to meet the requirements for more than one country has been a diverting force, turning international schools from their original goals. The result has been, in many cases, the jeopardizing of international aims and the formation of national cliques within an international community.

Other negative effects have resulted from the streaming or the separation into national or linguistic sections. Schools have often been forced to duplicate buildings, equipment, staff and materials, in order to provide for separate sections, creating and increasing. (The history of the International School of Geneva has been an example.)

There has also been duplication within many communities when individual schools are set up to meet specific national requirements. Many must operate on a "shoestring," while others have larger resources.[1] Rivalries and jealousies have often arisen.

The variety in student background, and the comparatively short span of time in which students usually remain at an international school, have created curriculum problems. Children enroll with varying educational bases, frequently without knowledge of the language or languages of instructions. They expend time

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1. Examples of this are the English Language School and the American International School, both in Vienna. Originally one school, they now operate separately with separate national curricula (British in the former, American in the latter). The English school has extremely modest facilities; the American school has a magnificent building and equipment on the outskirts of the Vienna Woods.

and energy meeting specific school requirements, after which they may be obliged to move again to another school in a different country having other educational requirements, another curriculum, and different methods of instruction.

The Association, in answer to these and other problems, resolved to explore the possibilities of a coordinated international curriculum and common syllabuses which would facilitate movement and transfer of pupils from one school to another, and an examination that would be recognized by the major universities of the world as equivalent to national diplomas.

It was at this conference that an elaboration of an international university entrance exam was suggested.[1]

Encouraged by the recognition accorded them by the Economic and Social Council of the United Nations in 1956, and UNESCO in 1962 as an organization with "Non-Governmental Organizational Status," and a previous UNESCO contract to study education for international understanding,[2] the International Schools Association undertook negotiations for a further contract with UNESCO to study the problems of coordinating academic standards and curricula among international schools.[3]

The lead was assumed by the International School of Geneva in moving this project forward in 1962.

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1. The Association had been granted official status with the United Nations and UNESCO in 1956 and 1963 respectively.

2. The Association was under contract with UNESCO to promote mutual understanding between Occident and Orient in the East-West project.

3. In 1963 at the UNESCO General Conference, a resolution was passed asking the Association to carry out this investigation. Financial assistance was given to the Association for the work.

It soon became evident that this research would expand beyond the framework of the International Schools Association. Steps were taken in 1964 to constitute an independent body, the International Schools Examination Syndicate.

The history department of the Geneva School began work on the structure of the Syndicate, and an international history examination.

The Syndicate has as its purpose the development of syllabuses which would lead to an International Baccalaureat, which would be issued at the completion of the course of study, and assure admission to universities everywhere in the world.

In order to meet the standards of national ministries and boards of education, various national and international institutions were approached for advice and assistance.

In January 1965, the Twentieth Century Fund made available to the Syndicate a grant to aid their research, and recently the Ford Foundation has decided to support it by a substantial grant over a three year period, possibly longer.

From the first, the international examination was envisaged as a pioneer project planned for the needs of the modern world, and not merely a compromise of national curricula. It was planned to promote international perspective through an unprejudiced presentation of the contemporary world. Until the recognition of the International Baccalauréat by some of the major world universities, the Syndicate has found it necessary to hew more closely to the lines of national syllabuses. These forms have been retained (temporarily it is believed)

as a basis, and to introduce International Schools Examination Syndicate courses only as far as they are compatible with the existing courses, so that students' entrance into national universities would not be endangered during the experimental period.[1]

One of the problems encountered immediately was the differences in the "structures and spirit" of the national examinations among countries.

To obtain the International Baccalauréat, it was generally agreed that it would be desirable for candidates to take three or four basic subjects and two or three subjects of the students' choice (six or more subjects), according to the faculty they would select at the university of their choice, and according to requirements of the country in which it was located.

The basic subjects were designed as 1) language of instruction with world literature; 2) a social science, history, geography; 3) an experimental science (physics, and/or chemistry or biology). There would also be a test in mathematics comprehension and a test in a foreign language.[2]

Three subjects would be chosen at the High Level, the others at the Subsidiary Level (two of which could be taken at

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1. Experimental courses are now being given at the International School of Geneva in languages, biology, geography and history; and will possibly begin this year at the United Nations International School, and the Atlantic College, Wales. It will take several years before students have completed requirements for the international examination.

2. International Schools Examination Syndicate, "Proposed General Schema for the International Baccalauréat" (Geneva: n.d.) June 13, 1966)

the end of the penultimate year), making the arrangement quite flexible.

The Examination Board was planned to consist of a committee of subject examiners from universities and schools from different countries. The marking of the examination would be in the hands of an international panel, not associated with any one school.

It was found after the first year of the Syndicate that in several subjects more research was necessary to establish examinations.

A number of international subject panels have therefore been set up to consider the following subjects: arts, biology, chemistry, classics, geography, history, languages, mathematics, philosophy, and physics. The purpose of the panels is to develop proposals for teaching syllabuses and examinations, and to draft sample questions. The results of their work will be submitted for the next conference in February 1967.

The International Baccalauréat, in the opinion of many international educators, might in due course become important to developing areas, where assurance is sought that their nationals might gain admission to universities in Europe and America without making it necessary to retain the national examinations of these countries. There is considerable rigidity in requirements of national educational systems, creating barriers in the educational world. It is believed that an international baccalauréat and international syllabuses could create the unifying link among people with common purpose in whatever country they may be.

The question of equivalences of degrees and diplomas also has always been a vital one for young people seeking admission

to universities not within their own country. The availability of a diploma which would be recognized by universities in many countries, could provide a necessary solution to this problem also. The work is going forward with increased momentum.

The enthusiasm with which the work of the Syndicate is progressing is evidenced in discussions with the administrators and personnel involved with the project.

It is also being followed with great interest in many educational quarters of the world, and favorably received in others from which have come many participants in the meetings and conferences. The signs seem to indicate that the momentum toward completion of the project will increase, especially since more funds are now available.

Conclusions:

The growing momentum of the development of international schools, and those with international potential, in the past decade indicates the importance of their role in world education today. The capacity enrollments and the long waiting lists for admission at the above schools are indicative not only of the necessity for expansion, but for additional schools to cater to the growing expatriate communities all over the world.

The Hypothesis.

The hypothesis that the International School of Geneva, and the European School, Luxembourg meet the criteria for international schools formulated in this investigation has been partially proven. (See Appendix B.) The European School, Luxembourg has satisfied both the major and minor criteria. The International School of Geneva up to 1956 has satisfied all the

major, and all but one minor criterion (modest or no fees). The International School of Geneva, after 1956 has not qualified for three of the seven major criteria on the English Language side, and two on the French Language side. It has also not met two of the additional nine criteria in both sections.[1]

General Conclusions:

As the above two schools represent prototypes of two important groups of international schools, the international independent school and the European School, certain conclusions may be drawn from the examination of the above.

1. International schools really worthy of the name are very few. One either finds a juxtaposition of national schools coexisting under the same roof, or an international audience being served by a national overseas school.

2. It would seem that remaining international on the Kindergarten or primary level is a simpler task than on the secondary level, where it becomes a most complicated and costly operation. Provision must then be made for students coming from different national backgrounds, speaking various languages,

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1. International School of Geneva after 1956 has not met the following major criteria: Criterion 2: Balanced multinational student population- The English Language section no longer met this criterion since more than 50 per cent of the students were American. (See Appendix D). Criterion 4: Balanced multinational faculty. Both English and French Language sections did not qualify since in the former there has been a preponderance of United Kingdom staff, and in the latter there has been a preponderance of Swiss and French staff. (See Appendix E). Criterion 5: Bilingual teaching. Both sections did not qualify since bilingual teaching was abandoned.

Both sections did not meet the following minor criteria: Criterion 8: Modest or no fees. The fees have continued to increase through the years, making the school unavailable to low income families. Criterion 9: All national streams under one roof. The language sections were separate in different buildings, therefore no longer qualifying under this criterion.

aspiring to entrance into universities back home, or in other countries, each with its own entrance requirements.

3. There are two major forces which mitigate against a school's remaining "international." One is the need to provide education as preparation for examinations as mentioned above; the other is financial pressure which leads a school to accepting funds with stipulations for change to suit the sponsor.

The investigation of the International School of Geneva revealed that the practical need for national examinations preparations has been responsible in a great measure for the division of the school accordingly. An examination of other former international schools: Rome Overseas School, the International Schools of the Hague, the International School of New Delhi, and others, has shown that when financial assistance was accepted from an individual government, it then became necessary for the schools to make changes in their program to suit that government's educational requirements.

It was seen that the European School, Luxembourg has remained supranational largely through multi-governmental sponsorship, and through the availability of supranational examinations and a European Baccalaureat which would admit their students, regardless of their national requirements, into universities in any of the six countries, and several others. The Luxembourg school (and the other European Schools), have been able to develop along the lines originally planned by their founders.

General Problems of International Schools:

The general problems facing international schools can be summed up as follows:

1. Most international independent schools, and several European Schools[1] are facing financial difficulties which hamper operation to their fullest capacity. While the European Schools have a unique problem arising because of their intergovernmental structure, the international independent schools suffer because they have no governmental or other large group sponsorship, but are dependent upon fees, occasional grants, and limited local government cooperation.

2. The question of sponsorship is particularly acute for international independent schools, particularly with regard to schools catering to children of the United States and the United Kingdom where there is no central city or county educational authority to assist. Fees in the above schools ideally

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1. This applies to the European Schools created to serve the Institutes of the Joint Research Centers of atomic energy at Mol, Bergen, Karlsruhe and Varese.

must not be too high because they are non-profit making institutions according to their charters. Too, government officials and other international community residents are usually not very highly paid. Yet international schools have found it necessary to charge high fees in many instances in order to survive.

3. If governmental financial aid is offered international independent schools, there are often stipulations attached which force the school to convert to national schools and create a "home school away from home" primarily for nationals of the sponsoring country abroad. The curriculum of the sponsoring country is then adopted; the preparation is geared to the national examinations of that country; teachers and administrators are then hired primarily from that country.

4. In international schools there is a constant conflict between groups who see the function of the school differently. There are those who want to carry out the principles expressed by the founders and operate the school as a venture into world-mindedness; to teach students their role as world citizens and mutual respect regardless of race, color or creed. The latter do not want to compromise the ideal for the practical exigencies.

There are others who see the international school primarily as serving a function; to provide specialized facilities for multinational communities which would keep channels open to the schools and universities in home countries. The ideal is often sacrificed for the expedient.

5. While the European Schools have had success in integrating both points of view, they are paying the price of rigidity and inflexibility with regard to changes and experimentation. The cooperation of six ministers of education has brought a measure of security; it has, on the other hand, been responsible for the imposition of obstacles and red tape. The meticulously planned and balanced equivalents in courses have been carefully constructed and approved by the above. However, the equilibrium for this reason, can be disturbed easily, thus making any diversion from the accepted form most difficult and complicated.

6. The limitation of the control and administration of the European Schools to the six member nations, also delimits the extent to which the schools are able to expand to other parts of the world. While the European Schools are supranational, enrolling students from many countries outside of the Communities, (See Appendix G) they are regional institutions catering mainly to a European clientele. Whether they will be able to include other countries remains to be seen. However, because of the nature of their structure, any addition of another national system would make the operation more cumbersome.

7. Among the major tasks of the international schools is the precarious one of keeping a child from becoming a stranger in his own country, to respect and have pride in his national heritage, yet view it in perspective with others, and himself in relationship with his fellowman. To instil in a child the

idea that his allegiance to mankind may be above his allegiance to his country; that present "powers that be" in his own country may not be the powers of tomorrow; and that the politics and political alignments of now may not be those of the future, often runs counter to the teachings of his parents, and of his national educational authorities. It is this situation which makes an international school different from the national overseas school, and often is responsible for the apparent reticence national educational authorities have shown to support international schools. It is this factor which has made national overseas schools more prevalent and accepted than international schools.

National overseas schools however, while serving a most urgent need and function, have had some negative effects. Aside from isolating the foreign community further and encouraging the ethnocentricity so deplored by Harlan Cleveland[1] in his study of American success and failure in overseas work, national schools have been known to cause dissention within the community. In this regard, the Minister of Education for Tanzania, at the opening ceremony of the International School of Tanganyika had said:

> There has been a tendency by foreign communities in many independent countries to form schools designed exclusively for one particular national group of expatriates. These have often fulfilled a useful purpose, but they have tended to divide the community, and they have naturally, at times, been resented by both the host country and by the expatriates of other nationalities. . . .[2]

8. Aside from the general needs to blend different cultural requirements, and the lack of resources for full operation, international schools also frequently meet a barrage of local restrictions, and in certain cases, take-over by local authorities.

Summary of Contributions of International Schools:

International schools have been serving the world in many ways. The most significant contributions have been three:

1. They have provided education away from home which is comparable (in some cases superior) to their own national schools; an education which takes into account cultural diversity as a positive and enriching factor;

2. They have been serving as educational research centers for pedagogical innovation, for the study of multinational and multicultural interaction; and,

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1. Harlan Cleveland and others, The Overseas Americans (New York: McGraw-Hill Book Company, 1960), passim.

2. Hon. N.S. Eliufoo, Tanzania (Speech) Dar-es-Salaam: 1963), as cited by International Schools Association, Bulletin No. 21 (October, 1963).

3. They have been serving mankind in the largest sense by their dedication to improving world relationships, developing world-mindedness and a sense of universal responsibility, and fostering mutual appreciation among races, religions and nationalities.

From the international schools may come the future statesman, ambassador, diplomat. From the international school will come the future citizen of the world, who, having honest and unexaggerated pride in his cultural heritage, may have gained insights into himself through the understanding of others.

The international schools are making an earnest attempt to contribute to "the increasing ability of MAN to live with MEN who differ, but are not considered strange, to live with understanding and empathy, to rise above the restricting concepts of nationalism, race or religious orthodoxy."[1] This, alone, is reason enough to justify their existence and support.

Recommendations:

The prime recommendation concerning international schools is the need for official[2] and unofficial[3] agencies to sit up and take notice of the facts of international life; to become increasingly aware that international schools are very much a reality,

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1. Frederick L. Redefer, "When is Education International," The Educational Forum (West Lafayette, Indiana: March, 1963), p. 263.

2. Official agencies include national governments, international organizations, and municipal authorities.

3. Unofficial agencies include educational authorities, universities, schools, foundations, corporations, businesses, and individuals.

serving a most important function in a world becoming smaller daily. Their encouragement and support is needed so that the international schools may carry on their service to children of the world without being forced to compromise their ideals. This support must come "without strings," making no demands upon the administrators or Boards to divert the schools' international purpose.

Recommendations Concerning International Independent Schools:

1. Laws and regulations should be liberalized so that international travel and exchange can be facilitated, and discrimination is removed wherever it exists and wherever it affects students and faculty arrival in certain countries;[1]

2. Official agencies should cooperate by making possible educational grants and scholarships for children, support for teacher exchange and training programs, supplies, books, and equipment for the education of children from parents in foreign service in international schools, where it is not being done at present;[2]

3. Official and unofficial agencies are urged to cooperate more fully with international educational organizations to make possible more international school conferences, meetings, seminars, workshops and other exchanges which would encourage and stimulate a free flow of world ideas and knowledge across national frontiers.

[illegible] support of the above should also be given to the encouraged international educators who are invited to attend important international conferences; this should be given in the most efficient and expeditious way, cutting red tape and making funds immediately available and mounds of paper-work unnecessary;[3]

4. The above agencies should also give their increased cooperation (moral and financial) to the work being done to develop an international baccalaureat. The availability of this diploma could be instrumental in breaking through national barriers and facilitating world educational cross-fertilization without complications caused by the need to determine equivalent credits in each country.

The accomplishments of the European Schools on a small scale should be produced on an international scale, with all the assistance necessary to bring the international baccalaureat

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1. This also applies to European Schools.

2. Ibid.

3. Ibid.

project of the International Schools Examination Syndicate to completion. While some assistance has been forthcoming from an international agency, more will be needed to produce all the desired results.

5. International Schools should give their active support to those organizations which are doing vital and significant work in their behalf; the International Schools Association and the International Schools Examination Syndicate.

Through the International Schools Association, the schools will be in a better position to be accorded greater recognition and possible support which is given larger and more influential bodies. International schools can also profit from the experience, knowledge and advice available to them through membership, media and contact with similar schools.

6. By supporting the work of the International Schools Examination Syndicate and helping with the building of the experimental syllabuses and by participating in the experimentation through the introduction of the syllabuses in their own schools, international schools can further their own cause. They might, in this way, be instrumental in making available an international baccalauréat which could relieve them of the necessity for dividing, streaming, or duplicating their equipment, staff and efforts in order to prepare groups of students for individual national university examinations.

7. Funds should be made available to send experienced international educators as consultants to international schools wherever they are needed, and to assist new schools to start[1]. Many schools are now hastily set up to fill immediate needs, and with inadequate curricula, untrained staff, and very little equipment, particularly in the emerging countries. While consultants have been sent by the International Schools Association, their availability is limited by the lack of necessary funds.

8. Tenure rights of teachers who return to their countries after teaching in international schools should be protected. They bring back with them broader experience based on first-hand observation of many cultures. When they decide to return, they should be encouraged to share their knowledge with national schools.

9. International schools in emergent countries should receive special attention and the greatest possible sponsorship, since they have been, and will be serving as models for national and other schools which may subsequently be opened.

Recommendations Concerning European Schools.

1. The governmental agencies of the six nations of the

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1. This also applies to European Schools.

European Schools should move as rapidly as possible toward the signing of the protocol permitting amendment to the Statutes and correction of financial inequities and other flaws which have shown up in the present structure.

2. Changes should be encouraged in the Statutes which would allow the schools to become more flexible. More power should be vested with the administrators of the schools themselves concerning change and experimentation within the existing framework of the harmonized curricula. Provision should be made to give them sufficient leeway to meet their individual community needs.

3. The High Authority and six nations of the European Schools should be encouraged to support the expansion of the schools to allow for greater enrollment in the schools needing to enlarge. They should also make it possible for more local children from the host country to enroll.

4. Teaching staff and administrators in the European Schools should be accorded greater security through longer, or permanent appointments. If they are doing a good job, return home should be based upon their own choice. Their salaries should be adjusted upon their return, in line with what they had been receiving at the European School (which is usually higher in the European School). In this way, with additional experience and much to contribute to their schools at home, they will not be penalized with a lower salary after more years of service.

5. National educational authorities outside the Community countries should give serious consideration to the report made under the auspices of the European Parliament concerning the possible expansion of the European Schools to other countries of Europe. If necessary, nations in other regional nuclei could begin international schools with their own government support. In this way, larger supranational educational groups could evolve.

With the experience and assistance of educators of the European Schools, much time, effort, expense, and duplication of work could be avoided. The project could be brought to completion sooner.

6. The above groups should work together on other projects. There is a special need, for example, of language books for young children between six and ten, for whom there are very few available. There is also a need for producing supranational geography and history books. While the International Textbooks Institute in Brunswick is doing an excellent job in this connection, with the actual experience of the staff at the international and European Schools in constructing syllabuses and practical textbooks, such collaboration would be mutually advantageous. The publication of five or six thousand textbooks may not be economically feasible, but with the concerted cooperative effort of the European Schools and the internationalindependent schools it could be both pedagogically advantageous and economically practical.

7. Teacher in training programs in connection with universities should be encouraged in the European Schools and in the international independent schools. The schools should receive the maximum assistance to facilitate such arrangements.

8. International schools (including European Schools), national overseas schools, and national schools should meet often in conferences, seminars and workshops to share and exchange knowledge and experience. Sponsorship and support should come from those involved and, in addition, official and unofficial agencies.

Research Suggestions:

1. It is recommended that a follow-up study be made of graduates of the International School of Geneva and the European School, Luxembourg with regard to their occupational choices and the uses made of their "international" education.

2. It is recommended that an evaluation be made of student attitudes in the above schools to determine the effectiveness of educational techniques and programs (history, languages, and/or others) for developing international perspective.

3. It is recommended that when the work of the International Schools Examination Syndicate on the international syllabuses is completed and has been tried in a number of schools, a study be made of students who have completed the courses, allowing the same students to take national university entrance examinations, so that results could be compared.

4. It is recommended that a further study of the European School, Luxembourg be made after 1969 when the first normal group will graduate since the first years (1953 to 1957) may be regarded as experimental.

5. It is recommended that a further study of the International School of Geneva be made after reintegration takes place (which, according to the recent newspaper report, may be imminent[1]), in order to reevaluate the school as an "international school."

6. It is recommended that the new techniques of teaching which are being developed in such areas as language study, history, and others, be subjects of research study by educators, to evaluate and publicize them in order to share the knowledge with schools everywhere.

7. It is recommended that a study in depth be made of the growth of international schools in Africa where there has been much ferment in that direction since 1963. It is also recommended that

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1. "Nouveau Progrès en Vue à L'Ecole Internationale," Tribune de Genève (Geneva: November 2, 1966), p. 15.

a study be made of the handful of international schools in the Middle East which have managed to survive in spite of upheavals. In addition, the apparent absence of international schools in South America, and the paucity of such schools in the Far East should be made a subject of investigation to determine the conditions in those areas which mitigate against their success.

APPENDIX A

International Schools Visited - June and July, 1966

American International School, Vienna, Austria
American School, Lugano, Switzerland
Baleares International School, Palma, Mallorca, Spain
College du Leman, Versoix, Switzerland
Ecole d'Humanité, Goldern, Switzerland
European School - Luxembourg
European School - Varese, Italy
English-Speaking School, Vienna, Austria
International School of Geneva, Switzerland
International School of Milan, Italy
Inter-Community School, Zurich, Switzerland
Shape International School, St. Germain-en-Laye, France
U.N. Nursery School, Geneva

Administrators Interviewed

Mr. Gerald Atkinson, Headmaster, Inter-Community School, Zurich
Mrs. Karen Bjornsby, Headmistress, Bjorn's International School, Hellerup, Denmark
Mrs. Elizabeth Briquet, Assistant Headmistress, International School of Geneva
Mr. George Chester, Education Director, International School of Milan
Mme. Rachel Cohen, Principal, Ecole Internationale de Paris, Paris
Mr. J.D. Cole-Baker, Headmaster, English Language Section - International School of Geneva
Dr. Marcel Decombis, Director, European School, Varese, Italy
Mrs. Edith Geheeb, Director, Ecole d'Humanite, Goldern, Switzerland
Mrs. Joyce Hackl, Headmistress, U.N. Nursery School, Geneva
Mr. David Holmes, Headmaster, Tanganyika International School, Tanzania, W. Africa
Mrs. Irene Inwood, Ghana International School, Accra, Ghana
Mr. Robert Leach, Head of History Department, International School of Geneva
Mrs. Armand Leuthi, Assistant Headmistress, Ecole d'Humanité, Goldern
M. Jean Meyer, Headmaster - French Section, International School of Geneva
Mr. Paul Meyhoffer, First Headmaster (now Director of Alumni Affairs), International School of Geneva
M. Yves Martin, Director, International School Fontainebleau, France
Mr. Charles Minnick, Director, American International School, Vienna
Mr. James Mowat, Administrative Secretary, International Schools Examination Syndicate, Geneva
Mrs. Saralane Rittenhouse Wise, Headmistress, Baleares International School, Spain
Mr. Robert T. Shade, Assistant Headmaster, English Section - International School of Geneva
Mr. R.J.R. Thornley, Headmaster, English-Speaking School, Vienna
Dr. Karl Voss, Director, European School, Luxembourg

APPENDIX B

CRITERIA FOR INTERNATIONAL SCHOOLS ACCORDING TO FREQUENCY OF MENTION

Rank No.	Criterion	1 ISA	2 EC	3 Other	4 No. Responses	5 Freq.
1.	World perspective-promotion of tolerance, friendship among nations	12	3	6	21	95%
2	Balanced[1] multinational student body, without discrimination of race, color or religion	10	2	8	20	91%
3	Balanced[2] multinational or international control of board of governors; no one person, religious group, government, or nationality to dominate	9	3	6	19	82%
4	Balanced[3] multinational or international faculty, without discrimination of race, color, religion	8	2	7	17	77%
5	Bilingual or multilingual teaching	9	4	4	17	77%
6	Multinational or international curriculum, no one national educational system to dominate	8	4	5	17	77%
7	Multinational or international examinations for eligibility into more than one national university	10	4	2	16	73%
8	Modest, or no fees, to be available to all economic levels	3	1	5	9	41%
9	All national streams under one roof (merged wherever possible	4	1	2	7	32%

1. Balanced means that no one nationality comprises more than half.
2. Ibid.
3. Ibid.

APPENDIX B (Continued)

Rank No.	Criterion	1 ISA	2 EC	3 Other	4 No. Responses	5 Freq.
10	Instruction in language of host country	2	1	2	5	23%
11	Children of host country enrolled	2	1	2	5	23%
12	Unbiased teaching materials	2	1	2	5	23%
13	Evaluation by multinational group or team	3	2	0	5	23%
14	Sponsorship or connections with large international organizations	3	1	0	4	14%
15	One ideology not dominant[1]	1	0	2	3	14%
16	Profit motive absent	0	0	2	2	9%

Key to Abbreviations

1. ISA--response by administrators and staff of International Schools Association member schools.

2. EC--response by administrators and staff of the European Schools.

3. OTHER--response by international education organizations, administrators or personnel not included in above groups (such as university professors of international education) information in brochures and bulletins; criteria in other literature.

4. NO. RESPONSES--total number of times a criterion was mentioned by individual respondents among the total 22.

5. FREQ.--frequency of mention. Percentage of 22 respondents who selected the criterion.

1. Ideology is a pattern of beliefs and concepts which purport to explain complex social phenomena with a view to directing and simplifying socio-political choices facing individuals and groups. (Julius Gould and William L. Kolb, eds. Dictionary of the Social Sciences, New York: Free Press of Glen Cove, 1964, pp. 315-317.

APPENDIX C

INTERNATIONAL SCHOOLS ASSOCIATION (I.S.A.)

Criteria for Admission to Membership in I.S.A.[1]

1. The school should provide an education which should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. One of its aims should be to promote understanding, tolerance and friendship among all people of all nations.

2. The school should serve an international community and should offer internationally oriented educational facilities to citizens of the host country.

3. The school should demonstrate that in its admissions policy, staffing and curriculum there is no hindrance to independence of outlook.

4. The school should offer preparation leading toward eligibility for university entrance in two or more countries. It should give instruction in the language of the host country as early as possible wherever feasible.

5. The school must employ staff whose qualifications are acceptable to the International Schools Association and must provide facilities for evaluation of both academic and administrative accomplishments by an individual or a team appointed by I.S.A.

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1. International Schools Association (Geneva: August 30, 1964).

APPENDIX D

International School of Geneva: Number of Pupils by Nationality School Year 1965-1966[1]

Totals		English Section		French Section		Totals
1.	1.	United States	596	1. United States	71	667
2.	2.	United Kingdom	161	2. United Kingdom	11	172
3.	3.	Switzerland	11	3. Switzerland	94	105
4.	4.	Canada	43	4. Canada	19	62
5.	5.	France	5	5. France	49	54
6.	6.	Netherlands	9	6. Netherlands	16	25
7.	7.	India	37			37
8.	8.	Iran	13	7. Iran	11	24
9.	9.	Sweden	10	8. Sweden	15	25
10.	10.	Turkey	6	9. Turkey	7	13
11.	11.	U.A.R.	15	10. U.A.R.	1	16
12.	12.	Germany	5	11. Germany	9	14
13.	13.	Japan	11	12. Japan	1	12
14.	14.	Italy	7	13. Italy	7	14
15.				14. Belgium	6	6
16.	15.	Denmark	7	15. Denmark	5	12
17.	16.	Israel	5	16. Israel	5	10
18.	17.	Ceylon	9			9
19.	18.	Pakistan	12			12
20.	19.	Australia	12			12
21.	20.	Brazil	5	17. Brazil	3	8
22.	21.	Cuba	11	18. Cuba	1	12
23.	22.	Venezuela	3	19. Venezuela	2	5
24.	23.	Yugoslavia	10	20. Yugoslavia	3	13
25.	24.	Argentina	5	21. Argentina	2	7
26.	25.	Greece	3	22. Greece	2	5
27.	26.	Norway	3	23. Norway	6	9
28.	27.	China	8			8
29.	28.	Finland	4	24. Finland	3	7
30.	29.	New Zealand	4			4
31.	30.	South Africa	1			1
32.				25. Spain	1	1
33.	31.	Afghanistan	2			2
34.				26. Austria	1	1
35.	32.	Burma	3			3
36.	33.	Indonesia	2			2
37.	34.	Jordan	3			3
38.	35.	Ghana	7			7
39.	36.	Saudi Arabia	1			1
40.	37.	Thailand	1			1

1. International School of Geneva, Report of the Governing Board 1966 (Geneva: June 13, 1966), pp. 16-18.

APPENDIX D (Continued)

Totals		English Section			French Section		Totals
41.				27.	Viet-Nam	3	3
42.	38.	Poland	1	28.	Poland	1	2
43.	39.	Iraq	2				2
44.				29.	Liechtenstein	2	2
45.				30.	Columbia	1	1
46.				31.	Haiti	3	3
47.	40.	Ireland	2				2
48.	41.	Jamaica	2				2
49.				32.	Czechoslovakia	1	1
50.	42.	Iceland	2				2
51.				33.	Hungary	1	1
52.	43.	Sierra Leone	3				3
53.				34.	Uruguay	1	1
54.	44.	Korea	1				1
55.	45.	U.S.S.R.	1				1
56.				35.	Trinidad	3	3
57.	46.	Philippines	1				1
58.				36.	Saudi Arabia	4	4
59.	47.	Nigeria	1				1
60.	48.	Malta	2				2
61.	49.	Bulgaria	3				3
62.	50.	Chili	1				1
		Stateless	0		Stateless	4	4
	50	Nations	1,072	36	Nations	375	
	62	Nations					1,447

APPENDIX E

International School of Geneva:
Teachers by Nationality
May 1966

(Not including Directors)

	English Section	French Section	Totals
FULL TIME			
Australia	1		1
Belgium	1	1	2
Canada	1		1
France	3	11	14
Germany	1	1	2
Ghana	1		1
Italy		2	2
Lebanon	1		1
New Zealand	2		2
Switzerland	6	14	20
U. A. R.	1		1
U. K.	56	3	59
U.S.A.	6	1	7
	80 (12 Nationalities)	33 (7 Nationalities)	113
PART TIME			
France	1		1
Germany	1	2	3
Hungary	1		1
India	1		1
Spain	1		1
Switzerland	1	9	10
United Kingdom	2		2
United States	4		4
	12 (8 Nationalities)	11 (2 Nationalities)	23

APPENDIX F

International Schools Association Member Schools[1]

Nursery Schools:

United Nations Nursery School - Geneva, Switzerland
United Nations Nursery School - Paris, France

Primary Schools:

Belgrade International School - Belgrade, Yugoslavia (Grades K to 8)
Overseas Children's School - Colombo, Ceylon (Grades K to 12+)
Bjorn's International School - Hellerup (Copenhagen), Denmark
Ecole Active Bilingue - Paris, France (Ages 3-11)
The Toronto French School - Toronto, Canada (Ages 4-11)
L.I.C.O International School - Yekepa (Roberts Field), Liberia
Tanganyika International School - Dar-Es-Salaam, Tanzania
Tema Parents' Association School - Tema, Ghana
Yokohama International School - Yokohama, Japan
The Inter-Community School - Zurich, Switzerland (K to 13)
U.N.R.W.A. School - Gaza
Corona Trust School - Kano, Nigeria

Primary and Secondary Schools:

Brummana High School - Beirut, Lebanon
Eerde en Rhederoord International Schools
Rhederoord (Primary) - Arnhem, the Netherlands
Eerde (Secondary) - Ommen, the Netherlands
Ghana International School - Accra, Ghana
International School of Geneva - Geneva, Switzerland
International Schools of the Hague - The Hague, Netherlands
a) The American High School
b) Lycée Francais
c) International School of Dordrecht
d) International School of Amsterdam
The International School of Milan - Milan, Italy
United Nations International School - New York City, U.S.A.
The Community School of Tehran - Tehran, Iran

Secondary Schools:

The English School in Cyprus - Nicosia, Cyprus
Viggbyholmsskolan - Stockholm, Sweden

Sixth Form College:

Atlantic College - Llantwit Major, Glam, U.K.

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1. The International Schools Association, "List of Member Schools" (Brochure; Geneva: n.d.); and Ibid., Bulletin of the International Schools Association (ISA), No. 40 (Geneva: September, 1966), pp. 2-3.

APPENDIX G

European School, Luxembourg: Distribution of Students by Nationality, October 1965[1]

	Kinder-garten	Primary School	Complementary School[2]	Secondary School	Total
German	41	101	9	90	241
Belgian	31	85	10	85	211
French	34	148	10	128	320
Italian	49	164	43	109	365
Lux.	9	34	.1	47	91
Dutch	33	91	7	68	199
Others*	13	51	.4	39	107
Total Students	210	674	84	566	1,534

*The heading "Others" includes:

American:	35	Persian:	10
English:	14	Portuguese:	2
Argentinian:	1	Russian:	1
Austrian:	2	Saude Arabian:	3
Australian:	6	Swiss:	19
Danish:	3	Turkish:	1
Spanish:	5	Yugoslavian:	2
Greek:	1	Stateless:	1
Hungarian:	1	Total:	107

1. European School, Luxembourg, "Effectifs au Premier Octobre 1965" (Luxembourg: October 5, 1965).

2. Vocational School.

APPENDIX H

European Schools: Report on the Opening of Classes 1965-66[1]

Enrollment

European Schools	Total	Kinder-garten	Primary	Comple-mentary	Secondary[1]
Luxembourg	1534	210	674	84	566
Brussels	1792	83	904	-	805
Mol/Geel	784	173	394	-	217
Varese	1059	207	529	-	323
Karlsruhe	294	34	203	-	57
Bergen	129	36	71	-	22
Total European Schools	5592[2]	743	2775	84	1990

European Schools	Faculty Teachers	Administrators
Luxembourg	100	15
Brussels	125	10
Mol/Geel	60	7
Varese	71	9
Karlsruhe	23	6
Bergen	12	5
Total	384	51

1. European Schools, "Rapport aur la Rentrée des Classes 1965/6 des Ecoles Européennes:(812-D-65), (Luxembourg: 1965).

2. The total enrollment for September 1965 represents an increase of 600 students over the previous year. Ibid.